

**2021 Institute on Truth, Racial Healing, and Transformation Campus Centers:
Application Form**

June 22, 2021 to June 25, 2021

Virtual Learning Experience

Application Deadline: March 12, 2021

**Prepared by Angela M. Locks, Ph.D.
Executive Director of Diversity Equity and Inclusion, Academic Affairs**

Before submitting this form, please be sure to read the Application Guidelines thoroughly and gather all of your information.

Important: You cannot save this form and complete it at a later date, so be sure to have all relevant information on hand before you start filling it out. Starred (*) fields are required for the application to be complete. If you have any questions or need technical assistance, please contact Maria Kowalski at mkowalski@aacu.org

Thank you for submitting your application for the 2021 Institute on Truth, Racial Healing, and Transformation Campus Centers.

Applicants will be notified of their status by April 6, 2021.

Your application details:

Received on: Friday, March 12, 2021 - 15:50

INSTITUTION/ORGANIZATION INFORMATION

Institution Name: CSU Long Beach
Carnegie Classification: Master's Colleges and Universities
Undergraduate Enrollment: 32785
Masters Enrollment: 6000
Doctoral Enrollment: 250
Affiliation: Public not for-profit

TEAM LEADER'S PERSONAL INFORMATION

Prefix (Dr., Ms., Mr., etc.): Dr.
First Name: Brian
Middle Name or Initial:
Last Name: Jersky
Full Title (no abbreviations, please): Provost and Senior Vice President for Academic Affairs
Academic Discipline or Administrative Office: Provost office
Campus Address: Brotman Hall
Street Address: 1250 Bellflower Blvd
City: Long Beach
State: California

Zip: 90840
Email: brian.jersky@csulb.edu
Phone: 562-985-4129

SECOND TEAM MEMBER

Prefix (Dr., Ms., Mr., etc.):
First Name: Scott
Middle Name or Initial:
Last Name: Apel
Full Title (no abbreviations, please): Vice President for Administration and Finance
Institution: CSU Long Beach
Academic Discipline or Administrative Office: Administration and Finance
Email: scott.apel@csulb.edu

THIRD TEAM MEMBER

Prefix (Dr., Ms., Mr., etc.):
First Name: Michele
Middle Name or Initial:
Last Name: Cesca
Full Title (no abbreviations, please): Vice President for University Relations and Development
Institution: CSU Long Beach
Academic Discipline or Administrative Office: University Relations and Development
Email: michele.cesca@csulb.edu

FOURTH TEAM MEMBER

Prefix (Dr., Ms., Mr., etc.): Dr.
First Name: Beth
Middle Name or Initial:
Last Name: Lesen
Full Title (no abbreviations, please): Vice President for Student Affairs Academic Discipline or **Administrative Office:** Student Affairs
Institution: CSU Long Beach
Email: beth.lesen@csulb.edu

FIFTH TEAM MEMBER

Prefix (Dr., Ms., Mr., etc.): Dr.
First Name: Neal Schnoor
Middle Name or Initial:
Last Name: Schnoor
Full Title (no abbreviations, please): Chief of Staff
Academic Discipline or Administrative Office: President's Office
Institution: CSU Long Beach

Email: Neal.Schnoor@csulb.edu

ADDITIONAL TEAM MEMBERS

Space permitting, AAC&U will consider requests for additional campus team members on a case-by-case basis. If you would like to request spaces for more than five team members, please provide an additional rationale together with additional team members' names, titles, institutions, disciplines or administrative offices, and email addresses.

Additional Team Members' Information:

Min Yao

Vice President for Information Technology
Information Technology Division
min.yao@csulb.edu

Christopher C. Fowler

University Counsel
CSU Chancellor's Office
cfowler@calstate.edu

Andy Fee

Director of Athletics
Athletic Department
andy.fee@csulb.edu

Jeffrey D. Cook

Associate Vice President for Strategic Communications
Strategic Communications/University Relations and Development
jeff.cook@csulb.edu

Jane Close Conoley (Pending CSU system schedule change)
President
CSU Long Beach
jane.conoley@csulb.edu

Number of Additional Team Members

5

Additional Team Members' Information

PRESIDENT'S AUTHORIZATION

By entering the president's name and email address below, you confirm that they agree to the following: "If selected, my institution will attend the AAC&U Institute on Truth, Racial Healing, and Transformation Campus Centers, meet all terms of participation, and accept financial responsibility for the institute fee."

President's Full Name *: Jane Close Conoley
President's Email * jane.conoley@csulb.edu

CONTEXT

Please address the following prompts. The suggested word count for this section (context) for the combined responses is 1500 – 2000 words.

What led your institution to apply to the Institute? *

The university has committed to enacting Beach 2030 values of (a) Teaching and learning being at the center of who we are and all we do; (b) Compassion, creativity, and innovation characterizing our culture; (c) Diversity is our strength and (d) The public good is our responsibility. The university strives to promote a climate of mutual acceptance and respect and to celebrate diversity in all its forms and continues to grow in its inclusion efforts.

Currently, we have several efforts underway and like many undertakings on our campus, our efforts are decentralized and at times diffuse. We are seeking to have the President's cabinet attend the Institute to transition to a more centralized approach to addressing systemic racism on our campus, in our local and regional community and engage in efforts to ameliorate racism's deleterious effects on our students and their communities before, during and after their time at CSULB. In short, we seek engaging in conversations about race, from an intersectional approach, to become a part of who we are and what we do in alignment with our Beach 2030 values.

How does participation in the Institute align with your institution's mission and current academic or strategic priorities? *

The university has committed to enacting Beach 2030 values, outlined above, and the framework is both a strategic plan and road map of who we want to become as a campus community by 2030.

After the death of Mr. George Floyd, the President, the campus Academic Senate, local chapter of the California Faculty Association (collective bargaining unit for faculty) all issued statements supporting Black Lives Matter. Each of these entities has spent time this year attempting to enact principles issued in their respective statements.

Additionally, the President conducted a listening tour with the Black/African American community that resulted in an Equity Action Report from the President's Office. This report summarized several efforts underway and delegated specific tasks to be undertaken by each division at the university.

The campus has just received a full 10-year accreditation by the WASC Senior College and University Commission. In its preliminary reports it noted the following preliminary recommendations. (a) Campus climate/Advance equity—address systemic racism, unconscious bias and action plan for model for campus; (b) High Impact Practices (HIPs)—ensure all students are able to participate, including Pell-eligible, first-

generation and diverse students; (c) Develop data capacity—broader use of data to close opportunity gaps; (d) Assess student outcomes and (e) Assess student learning/PARC process—faculty RSCA support for academic program improvement. Collaboration across divisions is a must to meet these recommendations and cannot be accomplished solely by the Division of Academic Affairs. For example, the Division of Administration and Finance sets policy for student employees and is responsible for university wide professional development and trainings for staff and administrators. Another example: broader use of data may require unique and new investments in technology infrastructure under the prevue of the Division of Information Technology.

Post institute, we anticipate that a President's cabinet educated on the TRHT framework will leave the campus a more fertile environment for two outcomes. First, the cabinet's familiarity with the TRHT framework has the potential to shape how the campus meets its BEACH 2030 goals and the fulfils the recommendations from our recent accreditation review. Second, post-institute our campus would be a more fertile environment for a future TRHT Center that would come organically from other units on campus, allowing senior leaders to engage with students, faculty and staff in a bottom up and top-down approach to transforming the campus.

The goals of the TRHT Campus Centers are to:

- create positive narrative change about race;
- promote racial healing activities on campus and in the community; and
- erase structural barriers to equal treatment and opportunity within the economic, legal, educational, and residential components of the community.

Taking these goals into consideration, what is the vision for your campus TRHT efforts? *

Our campus states that everyone's experience with campus diversity, relationships and community has significance, and we want to create, identify, and address both overt and subtle issues related to the campus racial climate. This campus-wide approach to understanding our community experiences allows each division an opportunity to strategize a coordinated and collaborative approach to greater racial equity and engagement. Our campus has many parallel efforts to advance equity on campus. The intended outcome of attending the institute is exposure and engagement with the TRHT framework. From this, CSULB senior leaders will be better positioned to center race and racial healing in strategic planning and benchmarking for campus improvement.

What are your existing strategies for breaking down racial hierarchies and creating positive narrative change about race on your campus and in your community? *

The President recently established the latest and a more comprehensive campus wide entity to examine inclusion effort for the campus and specifically to take on an action-oriented role in racial and social justice and equity at CSULB. Named the Equity and Change commission, this 14-person body launched in fall 2020 has an additional network of 43 campus community members who have spent the past months engaging in this work and have a forthcoming report on the state of equity at CSULB. Additionally, this commission helped established a formal practice to support release time for staff to engage in our campus ideality-based faculty-staff associations. In addition, to aforementioned commission, the Division of Academic Affairs has an Executive Director of Diversity Equity and Inclusion as of January 2020, who has provided intergroup dialogue sessions, with an emphasis on anti-Black racism, for the following groups: Academic Senate Executive Committee, College of Engineering Dean's Commission on Racial Justice and over 30 high impact practice leaders who are developing racial equity plans. Relatedly in spring 2020, the President supported campus climate surveys of students, faculty and staff and a report is being prepared by campus shared governance bodies based on data from spring 2020 population surveys administered by UCLA's Higher Education Research Institute. These are just a few examples and do not include the many students, faculty and staff engaged in racial equity work in and outside of the classroom, both on and off our campus. Attending the institute will help the campus leverage our diffuse momentum into a greater unification of infusing racial equity and healing into our work to enact our BEACH 2030 goals.

What are the potential strategies your team will use to prepare the next generation of strategic leaders and critical thinkers to engage with communities in transforming America's racial narrative into an ascendant one? What are your key leverage points for change? *

One key strategy is to develop a common understanding and language on race and racial healing through institute participation. A second strategy is to cross-fertilize success/best practices that move the campus toward greater racial equity engagement and healing across all divisions. A third strategy is to create and expand leadership pathways and pipelines such that the racial/ethnic composition of senior managers and leaders is more reflective of our student body.

What is the campus and community context for this work? *

The campus is located in the southernmost part of Los Angeles county, in the Los Angeles basin, only a few short miles from the border between Los Angeles county and Orange county. Pre-pandemic, during a typical academic year the campus is similar in population to a small city with more than 37,000 students, nearly 2,000 faculty and 1,600 professional staff members who studied and worked on campus each week. Over 77% of CSULB students identify as Black, Indigenous, or People of Color and the campus holds Hispanic Serving Institution and Asian American and Native American Pacific Islander-Serving Institution designations. The campus is located in the City of Long Beach, who in 2030 adopted a framework and pathway to promoting racial

healing, one that the campus President has committed the campus to engaging in with our partners in the City of Long Beach. Additionally, the campus has a Carnegie Classification “Community Engagement” classification and its Center for Community Engagement has many ties in the community and agencies throughout the city and surrounding area.

What meaningful alliances with key stakeholders, both within your institution and in the local community, will you engage and develop to help you achieve your TRHT vision? *

The City of Long Beach Mayor’s office, Long Beach City College and Long Beach unified School District (the other two member institutions of the College Promise), the Center of Community Engagement, the President’s Commissions on Equity and Change, the Status of Women, and Sustainability and the Academic Senate.

GOALS DURING THE INSTITUTE

What specific goals do you plan to advance at the Institute? (100 words) *

(1) Gain a deeper understanding of how to enact our commitment to racial justice and reconciliation embedded across and within the divisions. (2) Develop a common language to enact racial equity and healing on our campus. (3) Incorporate TRHT into institutional strategic planning (4) Develop division based TRHT plans.

NEEDS

With what aspects of the TRHT framework or your TRHT goals do you need assistance (please check the three most relevant)? *

Integrating TRHT into the curriculum

Developing community partnerships

Engaging students in TRHT work

Documenting the narrative on race on campus and in the community

Integrating TRHT into institutional strategic planning

Strategies for engaging key stakeholders

Facilitating Rx Racial Healing Circles™

Raising awareness of the goals of the TRHT framework

Developing programming to address white fragility

Garnering local media coverage of TRHT work

Using media and popular culture to facilitate conversations on race

Using TRHT to frame and support staff and professional development

Service learning through a TRHT lens

Youth and student leadership development

Campus Climate Assessment

Transitioning TRHT work to a remote environment

Other(s) (please specify)

Please elaborate on your selections (300 words):

The campus is working on assessing the campus climate and will need to be prepared to implement recommendations and there has been a culture of avoidance of engaging in conversations about race and racial healing in some spaces on campus. While we are working to address each of these matters, we could use specific time to address these areas selected, including more directly addressing whiteness.

TEAM COMPOSITION

What is the rationale for choosing the members of your campus team?

The President's cabinet are the senior leaders for the campus. Individually and collectively, they drive the institution forward through leadership and the creation and enactment of policies that shape the experiences of student, faculty, staff, and administrators.

What role(s) do you envision each person playing in your TRHT efforts?

Scott Apel-Vice President for Administration and Finance: Examine policies and practices that promote or undermine racial equity, healing, and inclusion, leveraging transferable skills used and developed to adapt to covid-19 pandemic to leading the campus in its pivot to engage in TRHT efforts.

Michele Cesca-Vice President for University Relations and Development: Examine policies and practices that promote or undermine racial equity, healing, and inclusion, leveraging BEACH 2030 values alongside the TRHT framework to infuse such perspectives into upcoming major campaign, including the development of a more diverse donor base and efforts that are reflective of our racially/ethnically diverse student body.

Jeffrey D. Cook-Associate Vice President for Strategic Communications: Examine tone and content of communications for efforts that promote or undermine racial equity, healing, and inclusion, leveraging BEACH 2030 values alongside TRHT framework such that prospective and current students, faculty, staff and donors see themselves and the campus commitment to TRHT in communication and marketing materials.

Andy Fee-Director of Athletics: Examine policies and practices that promote or undermine racial equity, healing, and inclusion with an emphasis on professional development for Athletic Department staff and leaders and intergroup dialogue for student-athletes.

Christopher C. Fowler-University Counsel: Support the campus in its examination of policies and practices that promote or undermine racial equity, healing, and inclusion with an emphasis on navigating the US Department of Education expectations for postsecondary education institutions and legal obligations and matters through an equity-minded lens.

Brian Jersky-Provost and Senior Vice President for Academic Affairs: Examine policies and practices that promote or undermine racial equity, healing, and inclusion, leveraging transferable skills used and developed to adapt to covid-19 pandemic to leading the campus in its pivot to engage in TRHT efforts alongside efforts to further institutionalize and expand the Diversity, Equity and Inclusion portfolio for the division and campus.

Beth Lesen-Vice President for Student Affairs: Examine policies and practices that promote or undermine racial equity, healing, and inclusion, leveraging transferable skills used and developed to adapt to covid-19 pandemic to leading the campus in its pivot to engage in TRHT efforts alongside the development of a division wide, student centered racial equity and healing plan.

Neal Schnoor-Chief of Staff: Assist with the President's Office review of an examination of policies and practices that promote or undermine racial equity, healing, and inclusion across and within divisions, continuing the work of the President's Equity Action Report.

Min Yao-Vice President for Information Technology: Examine policies and practices that promote or undermine racial equity, healing, and inclusion, leveraging transferable skills used and developed to adapt to covid-19 pandemic to leading the campus in its pivot to engage in TRHT efforts alongside a racial equity plan that works towards eliminating the digital divide and related racial inequities for our students and the communities from which they hail.

What experiences and expertise do these individuals have that will contribute to the team? *

The team outlined above have expertise in leading the campus, including through the covid-19 pandemic. The specific ways they may contribute to our TRHT related efforts are noted above with their roles and titles.

If accepted, you will be clustered with other colleges that are similar to your own. Please rank the following on what is most important to you in terms of pairing. *

- | | |
|-----------------------|-----------------------|
| Most Important | Campus goals |
| Second Most Important | Institution type/size |
| Third Most Important | Geographic location |

Is there other information you wish us to know as we evaluate your team's application?

Currently the campus President's schedule conflicts with a mandated Chancellor's Senior Leadership Council Retreat all four days of the institute. If her schedule changes it is anticipated that she will join the team at the institute. Please note that the contact

for this application is Angela Locks, Executive Director for Diversity, Equity, and Inclusion for Academic Affairs. Email: angela.locks@csulb.edu; Phone: 734 657 8616.

How did you find out about the Institute?

A colleague from my institution's assessment, institutional research, and/or institutional effectiveness office

A colleague from my institution's faculty development office/center for teaching and learning

A faculty colleague

A colleague from student affairs

An AAC&U publication

An AAC&U meeting (e.g., Annual Meeting, conference, a summer Institute)

A non-AAC&U conference on assessment (e.g., the IUPUI Assessment Institute)

A regional accreditation conference/meeting or publication (e.g., SACS-COC Annual Meeting, NEASC, etc.)

A professional accreditation conference/meeting or publication (e.g., ABET, AACSB, etc.)

Other (please specify)